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ABSTRACT

The bibliography lists 31 items relating to drug therapy selected from "Exceptional Child Education Abstracts." One in a series of over 50 similar selected listings, the bibliography cites research reports, conference papers, journal articles, texts, and program guides. Each entry contains bibliographical data, availability information, indexing and retrieval descriptors, and abstracts of the documents. (RD)

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DRUG THERAPY

A Selective Bibliography

February 1971

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

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ABSTRACT 10663

EC 01 0663 ED N.A.
Publ. Date 66 264p.
Crawford, John E.
Children with Subtle Perceptual-Motor Difficulties.
EDRS not available
Stanwix House, 3020 Chartiers Avenue, Pittsburgh, Pennsylvania 15204.

Descriptors: exceptional child education; learning disabilities; identification; behavior; children; perceptual motor coordination; minimally brain injured; perceptually handicapped; pathology; clinical diagnosis; diseases; neurological defects; teacher role; physicians; parent counseling; medical treatment; neurology; individual characteristics; emotional problems; physiology; etiology; biochemistry; medical evaluation; check lists

In order to help teachers and others recognize perceptual-motor-expressive difficulties early enough to help children through appropriate remedial techniques, the text describes several children who illustrate the broad syndrome and differentiates among these children in clinical characteristics, organic signs, and behavior. Also considered are advances in diagnosis, the role of the teacher, identifying signals which the teacher can discern, emotional complications, and the effects of misunderstanding. Endocrine dysfunctions and brain and central nervous system dysfunctions are discussed, along with the role of the neurologist in diagnosis, clinical facets of the children, pharmacotherapy aids, parent therapy, early recognition, and possible breakthroughs. Thirty-eight illustrations, a list of 37 books recommended for teachers, and a glossary of 92 items are provided. (DF)

ABSTRACT 10753

EC 01 0753 ED N.A.
Publ. Date 67 6p.
Creager, Ray O.; Van Riper, Catharine
The Effect of Methylphenidate on the Verbal Productivity of Children with Cerebral Dysfunction.
Kalamazoo Child Guidance Clinic, Mighigan
EDRS not available
Journal Of Speech And Hearing Research; V10 P623-8 1967

Descriptors: exceptional child research; neurologically handicapped; behavior; behavior change; verbal communication; expressive language; retarded speech development; medical treatment; research reviews (publications); elementary school students; pictorial stimuli; communication problems; language handicapped; language ability; drug therapy; Methylphenidate; Ritalin

Methylphenidate (Ritalin), a drug which stimulates the sensory cortex of the brain and frequently results in varied behavioral improvements, was administered to 30 subjects from 8 to 10 years of age with average intelligence and cerebral dysfunction. Each child was recorded in communication with the experimenter before medication, after 3 days of medication with methylphenidate, and after 3 days of placebo treatment (the experimenter was not aware of the order of drug administration). Verbal responses t five pictures from the Michigan Picture Test and two general questions were analyzed. Children under methylphenidate medication showed increased speech productivity over their performance under other conditions on measures of total words spoken, number of responses, and number of incomplete utterances (p equals .01). No significant difference was found for mean response length, longest responses, one word responses, or sentences without phrases. Conclusions were that speech production was increased although more effective expression of more complex ideas was not established. (JM)

ABSTRACT 10918

EC 01 0918 ED 026 761
Publ. Date 65 79p.
Robb, Preston
Epilepsy; A Review of Basic and Clinical Research. NINDB Monograph Number 1.
National Institute Of Neurological Diseases And Blindness (DHEW), Washington, D. C.
EDRS mf
PHS-PUB-1357
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.45).

Descriptors: exceptional child research; special health problems; epilepsy; neurologically handicapped; incidence; etiology; genetics; infectious diseases; biochemistry; seizures; classification; clinical diagnosis; pathology; medical treatment; research reviews (publications); medical research

A discussion of the incidence of epilepsy is followed by a discussion of etiology including the following causes: genetic and birth factors, infectious diseases, toxic factors, trauma or physical agents, heredofamilial and degenerative disorders, circulatory disturbances, metabolic and nutritional disturbances, and neoplasms. Epileptic seizures are classified by symptoms, duration, precipitating factors, postictal phenomena, behavioral disorders associated with epilepsy, and related paroxysmal disorders; patterns of attack are described. Diagnosis and pathology are considered along with treatment by anticonvulsant drugs (available drugs are listed), dietary and surgical treatment, indications and results of surgery, and prognosis. References follow each chapter. (JM)

ABSTRACT 11012

EC 01 1012 ED N.A.
Publ. Date 66 14p.
Baldwin, Ruth W.; Kenney, Thomas J.
Medical Treatment of Behavior Disorders.
Maryland University, Baltimore, School Of Medicine
EDRS not available
Special Child Publications, Seattle Seguin School, Inc., 71 Columbia Street, Seattle, Washington 98104.
Chapter In Learning Disorders, Volume 2, Pages 313-27.

Descriptors: exceptional child research; learning disabilities; behavior; medical treatment; minimally brain injured; seizures; behavior rating scales; behavior problems; followup studies; physicians; behavior change

After an historical overview of the use of various medicines such as stimulants, antihistamines, anticonvulsants, and tranquilizers in the treatment of minimal brain damage, medication response in 100 children and adolescents was studied during a 3-month followup period. Sixty-one had minimal brain damage with behavior disturbances while 39 also had seizures. Twenty medications were used individually and in various combinations, eight to a sufficient degree to be considered. The composite behavior rating of each child on a 5-point scale included the physician's followup impression, parent's reports, and in some cases, the school official's report. No one medication was found satisfactory for all categories, but various ones were generally effective. Diphenhydramine hydrochloride (Bendaryl (R)) was significantly effective with the total group (p equals .002 for 30 cases) while sodium diphenylhydantoin (Dilantin (R)) and phenobarbital were effective for those with seizures in addition to behavior disorders (p equals .002 and p equals .001 respectively). The most effective combination was sodium diphenylhydantoin and diphenhydramine, used in 16 cases. (DF)

ABSTRACT 11185

EC 01 1185 ED 027 672
Publ. Date 68 186p.
Quay, Herbert C., Ed.
Children's Behavior Disorders; An Enduring Problem in Psychology.
EDRS not available
D. Van Nostrand Company, Inc., 120 Alexander Street, Princeton, New Jersey 08540 ($1.95).

Descriptors: exceptional child research; emotionally disturbed; behavior change; behavior; etiology; family (sociological unit); individual characteristics; disadvantaged youth; identification; behavior problems; delinquency; hyperactivity; medical treatment; drug therapy; research reviews (publications); reinforcement; curriculum; followup studies; parent child relationship; autism

Eleven papers, most of them with an experimental or empirical viewpoint, discuss childhood behavior disorders. R. Lapouse and M. Monk present an epidemiologic study of behavior characteristics; J. Roach and others describe sociopsychological characteristics of a child guidance clinic caseload; D. Peterson treats behavior problems of middle childhood; and H. Quay and others consider pupil personality patterns in

special classes for the emotionally disturbed. The following topics are also explored: lower class culture as a generating milieu of gang delinquency, by W. Miller; recidivism, psychotherapy, and delinquency, by C. Franks; mothers as therapists for their children, by R. Wahler and others; reinforcement and behavioral deficits of autistic children, by C. Ferster; effects of Chlorpromazine on behavior and learning ability of hyperactive children, by J. Werry and others; curriculum and disordered behavior, by W. Rhodes; and a 30-year followup study on the adult psychiatric status of 150 subjects who had been childhood behavior problems, by P. O'Neal and L. Robins. (LE)

ABSTRACT 11193

EC 01 1193 ED 027 682
Publ. Date 67 58p.
Grover, Edward C.; Todd, Joseph H.
Ohio Programs for Neurologically Handicapped Children.
Ohio State Department Of Education, Columbus, Division Of Special Education
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; state programs; drug therapy; clinical diagnosis; medical evaluation; psychological evaluation; diagnostic teaching; educational programs; special classes; behavior change; classroom arrangement; parent role; administration; legislation; standards; neurologically handicapped; behavior patterns; Ohio

A definition of learning disorders, medical observations, diagnostic terms, the role of medication, and psychological implications and descriptions are provided. The philosophy and variations of educational programs for the neurologically handicapped are described; facets of the special class program considered are the instructional program, diagnostic teaching, the relationship between basic skill instruction and developmental area activities, self concept, behavior management, room organization, parent role, and medical attention. A guide for administrators summarizes relevant state board of education program standards. Appendixes list references, state board standards for services, instruction, and special classes, and provide application forms, a sample letter to a physician, and sample behavioral and academic diagnostic charts. (RP)

ABSTRACT 11248

EC 01 1248 ED N.A.
Publ. Date 66 47p.
Thompson, Alice C.
Educational Handicap; A Handbook for Teachers.
EDRS not available
Associated Clinics, California State College At Los Angeles, 5151 State College Drive, Los Angeles, California 90032.

Descriptors: exceptional child education; behavior problems; learning disabilities; neurologically handicapped; emotionally disturbed; teacher qualifications; teaching methods; motor development; classroom arrangement; reinforcement; visual perception; instructional materials; psychotic children; primary grades; adolescence; parent counseling; identification; special classes; drug therapy

Replies are given to questions most frequently asked in a demonstration setting for children with learning and behavior disorders. Aspects considered include class placement, the nature of the disorder, teacher qualifications and methods, the problems and potentialities of educationally handicapped children, and student evaluation and identification in various modality deficits. Operant conditioning, psychotherapy, and medication are discussed as are skill areas, psychotic children, and the prognosis for disordered children. (JD)

ABSTRACT 11376

EC 01 1376 ED N.A.
Publ. Date Jun 69 13p.
Poppen, Roger And Others
Visual Sequencing Performance of Aphasic Children.
EDRS not available
Journal Of Speech And Hearing Research; V12 N2 P288-300 Jun 1969

Descriptors: exceptional child research; aphasia; cognitive processes; memory; drug therapy; stimulus behavior; visual stimuli; task performance; serial ordering

Four experiments were conducted to investigate the visual sequencing abilities of aphasic children. Aphasic children averaged about 75% correct on a task that required them to press three panels in the same order in which light had flashed on those panels. Emphasizing one of the temporal positions of the sequence with colored light had no effect. When a time delay was introduced between the flashes and the opportunity for response, aphasic children made more errors than normal children. Delay increased the error rate of both groups, but had a greater effect on aphasic children. Both groups made most of their errors in the initial position of the sequence. Dextroamphetamine sulfate improved the performance of some aphasic children on the delayed sequencing task. Finally, aphasic children did worse on a variety of standardized sequencing tasks. Significant correlations were obtained between the tasks for both aphasic and normal groups. These results suggest a general sequencing ability in which aphasic children are deficient. (Author)

ABSTRACT 11547

EC 01 1547 ED 029 448
Publ. Date 31 Dec 68 93p.
Zedler, Empress Y.
Educational Programming for Pupils with Neurologically Based Language Disorders. Final Report.
Southwest Texas State College, San Marcos, School Of Education
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEC-5-10-001
BR-5-1062

Descriptors: exceptional child research; learning disabilities; drug therapy; regular class placement; academic achievement; special classes; individualized instruction; after school tutoring; language handicapped; minimally brain injured; language instruction; basic skills; intelligence differences; learning characteristics; student evaluation; comparative analysis; underachievers

To investigate procedures whereby schools may achieve maximal results with otherwise normal underachieving pupils with neurologically based language-learning disorders, 100 such subjects were studied over a 2-year period. Fifty experimental subjects remained in regular classes in school and received individualized teaching outside of school hours from specially trained clinicians. Fifty matched control subjects were enrolled in special education classes and did not receive clinical teaching after school. Half of the experimental and half of the control subjects had anticonvulsive medication prescribed by their physicians; the others did not. Tests of academic achievement and mental functioning indicated that the experimental groups made significantly greater gains in both variables than did the control. However, the medicated groups did not make greater gains than the unmedicated. (Author)

ABSTRACT 11554

EC 01 1554 ED N.A.
Publ. Date 66 334p.
Cruickshank, William M., Ed.
The Teacher of Brain-Injured Children; A Discussion of the Bases for Competency. Syracuse University Special Education and Rehabilitation Monograph Series 7.
EDRS not available
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($5.00).

Descriptors: exceptional child education; learning disabilities; minimally brain injured; teacher role; teacher qualifications; clinical diagnosis; teacher certification; visual perception; auditory perception; dyslexia; number concepts; cognitive ability; perceptual motor coordination; psychomotor skills; identification; cerebral dominance; interdisciplinary approach; psychotherapy; emotionally disturbed; drug therapy; neurologically handicapped

Specialists from various disciplines suggest qualities and competencies of teachers of brain injured children. J.J. Gallagher provides a psychoeducational definition of children with developmental imbalances; S.R. Rappaport considers personality factors teachers need for relationship structure; and H.H. Grossman describes the relationship of the child, teacher, and physician. Also considered are communication and communicative disorders by M.P. Hardy; psychopharmacology in learning and behavioral disorders of children, by H.J.

Grossman; and standards for the preparation of teachers of brain injured children with regard to emotional problems, by W.C. Morse. Additional competencies treated are educational, psychomedical, interdisciplinary, and cognitive-perceptual-motor; these include the needs of teachers for specialized information in the areas of elementary education (M.T. Tannhauser), reading (M. Frostig), number concepts (E.S. Friedus), development of cognitive structors (R.W. Riley), development of visuomotor skills in relation to academic performance (G.N. Getman and H.H. Hendrickson), perception (N.C. Kephart), motor training (R.H. Barsch), psychodiagnosis (C.R. Strother), handedness, finger localization, and cerebral dominance (W.H. Gaddes), neuropsychology (R.M. Reitan), pediatric psychiatry (W.C. Adamson), and the teacher's role in interdisciplinary teams (P. Knoblock). The editor, W.M. Cruickshank, provides an introductory overview and a summary. (LE)

ABSTRACT 11832

EC 01 1832 ED N.A.
Publ. Date 20 Jan 68 4p.
Krech, David
The Chemistry of Learning.
EDRS not available
Saturday Review; P48-50, 68 20 Jan 1968

Descriptors: exceptional child research; animal research; environmental influences; learning processes; cognitive processes; retention; laboratory experiments; biochemistry; memory; drug therapy; rats

Performed with rats and goldfish, the experiments reviewed were concerned with the disruption or prevention of the formation of memory, with the injection of central nervous system stimulants, and with the effects of enriched as opposed to deprived environments on structure and chemistry of the brain. Findings were as follow: interruption of the short-term memory process right after an experience prevented development of a long-term memory for that experience; drugs facilitated learning and memory, but different drugs worked differently for different subjects, different tasks, and different learning components; and the enriched environment produced the expected changes in brain anatomy and brain chemistry. It was suggested that in the future, education of children may require the combined skills of the educator and the biochemist. (MM)

ABSTRACT 11989

EC 01 1989 ED 031 021
Publ. Date May 69 263p.
Chess, Stella
An Introduction to Child Psychiatry.
EDRS not available
Grune and Stratton Inc., 381 Park Avenue South, New York, New York 10016 ($6.75).

Descriptors: exceptional child services; psychotherapy; emotionally disturbed; behavior problems; clinical diagnosis; adolescents; learning disabilities; environmental influences; genetics; psychological evaluation; taxonomy; mentally handicapped; minimally brain injured; neurotic children; psychotic children; drug therapy; residential care; physically handicapped; stress variables; special health problems

The role of child psychiatry is discussed, and the child is described as a developing organism. Genetic factors in behavior are considered as are the presenting problems. Methods treated involve taking the history, conducting the diagnostic interview, using special diagnostic procedures, and applying diagnostic classification. Problem areas dealt with include the following: mental retardation; behavioral disorders due to cerebral dysfunction; behavior and character disorders, neuroses, and associated symptoms; childhood schizophrenia and psychosis; specific learning disabilities; problems arising from special stress situations; and adolescent behavior problems. Also reviewed are treatment approaches, including psychotherapy and related treatments, drug therapy, and inpatient and outpatient treatment. (JD)

ABSTRACT 20217

EC 02 0217 ED N.A.
Publ. Date Feb 67 11p.
Eisenberg, Leon
A Treatment for Disturbed Children. A Follow Up Study.
National Clearinghouse For Mental Health Information, Chevy Chase, Maryland;
National Institute Of Mental Health, Bethesda, Maryland
Public Health Service (DHEW), Washington, D. C.
EDRS not available
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.00).
From Mental Health Program Reports, No. 1568, P. 25-35, A Public Health Service Publication.

Descriptors: exceptional child research; emotionally disturbed; drug therapy; psychotherapy; neurotic children; hyperactivity; delinquency; thought processes; identification; learning characteristics

Studies on the treatment of emotionally disturbed children are reviewed. Results reported indicate the following: brief psychotherapy worked marked improvement in the behavior of neurotic children; hyperkinetic children showed little response to psychotherapy but improved when treated with a stimulating agent; and this same stimulating agent also improved the behavior of delinquent boys in a training school. Also summarized is ongoing research on symptom clusters of types of disturbed children and on the thinking process in the developing child. The role of psychiatry is discussed. (JA)

ABSTRACT 20415

EC 02 0415 ED N.A.
Publ. Date 19 Apr 68 7p.
Pauling, Linus
Orthomolecular Psychiatry.
EDRS not available
Science; V160 N4 P265-71 Apr 1968

Descriptors: exceptional child research; emotionally disturbed; medical research; medical treatment; drug therapy; mental illness; nutrition; genetics; biochemistry; schizophrenia; physiology; research reviews (publications); etiology

Orthomolecular therapy, or the provision of a person with optimum concentrations of important normal constituents of the brain as treatment for mental illness, is supported by research reports involving biochemical and genetic arguments. The brain is discussed as sensitive to changes in concentrations of vital substances and as affected by physiological abnormalities. The possible effects of decreased permeability of blood brain barrier for the vital substances or increased rate of metabolism of the substances in the brain are described. It is suggested that the genes responsible for abnormalities in the concentration of vital substances in the brain may also be responsible for increased penetrance of the postulated gene for schizophrenias and that by varying the concentrations of substances normally present in the human body, control of mental disease may be possible. (LE)

ABSTRACT 20504

EC 02 0504 ED N.A.
Publ. Date (67) 37p.
Baldwin, Ruth And Others
The Doctor Looks at the NH Child: Diagnosis and Treatment.
Ontario Association For Children With Learning Disabilities, Toronto
EDRS not available
Ontario Association For Children With Learning Disabilities, 306 Warren Road, Toronto 7, Ontario.

Descriptors: exceptional child research; learning disabilities; behavior problems; achievement; neurologically handicapped; minimally brain injured; hyperactivity; drug therapy; mental health; teacher responsibility; psychological patterns; clinical diagnosis; medical treatment; behavior patterns; sedatives

An article on the treatment of behavior disorders with medication concerns the effectiveness of various drugs in controlling the behavior disorders of 100 minimally brain injured children and includes reviews of related literature. Examination of medication response in relation to electroencephalographic patterns revealed no significant findings but some useful trends were noted with several drugs. A discussion of diagnosis and treatment of hyperactivity focuses on hyperactivity, etiology, medication, and therapeutic regimen and indicates that the judicious use of drugs may produce dramatic improvement in behavior. Information on school achievement, learning difficulties, and mental health suggests that the pressure on children to achieve in their schoolwork should be examined in relation to their mental and physical health. It is suggested that teachers can recognize unhealthy behavior patterns and promote healthy

behaviors. The pressure of many parents for achievement at school illustrates the need for more teacher-parent communication regarding the school's aims and methods, particularly in view of the increasing appreciation of the individual differences in children; case illustrations are included. (LE)

ABSTRACT 20548

EC 02 0548 ED N.A.
Publ. Date 66 865p.
Honig, Werner K., Ed.
Operant Behavior; Areas of Research and Application. The Century Psychological Series.
EDRS not available
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 ($13.00).

Descriptors: exceptional child research; behavior; reinforcement; behavioral science research; operant conditioning; stimulus behavior; research projects; motivation; child development; aerospace technology; programing; environmental influences; arithmetic; medical treatment; sensory experience; verbal communication; negative reinforcement; positive reinforcement; behavior change; drug therapy

The use of operant methodology in psychological research is examined in this volume. Each chapter considers an area of thought and experimentation, describes the methods employed, surveys the major findings, and points out the implications of the data for empirical and theoretical problems. In the introduction, the characteristics of operant methods and of data and concepts based on operant behavior are outlined. Subsequent chapters discuss operant behavior, superstition (defined as a corollary of operant conditioning principles), intermittent and sensory reinforcement, and chaining with conditioned reinforcement. The following are also considered: concurrent operants, stimulus control, animal sensory processes, punishment, avoidance behavior, discriminated avoidance, the study of drugs, the assessment and control of motivational states, the experimental production of altered physiological states, space technology, child behavior and development, conditioning human verbal behavior, and the idea of programed environments for the experimental analysis of human behavior. A reference list appears with each chapter. Illustrations, charts, a name index, and a topical index are included. (JD)

ABSTRACT 20710

EC 02 0710 ED N.A.
Publ. Date Jun 66 3p.
Wissinger, Nancy M.
Nursing in a School for Interjacent Children.
EDRS not available
American Journal Of Nursing; V66 N6 P1330-2 Jun 1966

Descriptors: exceptional child education; minimally brain injured; learning disabilities; school nurses; medical treatment; behavior patterns; family environment; drug therapy; medical evaluation

The need of the brain injured, or interjacent, child for special education is considered in terms of medical problems. The nurse's role in observing the child's reactions to medication, his behavior, and his home environment is discussed. (JD)

ABSTRACT 20769

EC 02 0769 ED N.A.
Publ. Date Sum 69 9p.
Knights, Robert M.; Hinton, George G.
Minimal Brain Dysfunction: Clinical and Psychological Test Characteristics.
EDRS not available
Academic Therapy Quarterly; V4 N4 P265-73 Sum 1969

Descriptors: exceptional child research; minimally brain injured; test results; diagnostic tests; test interpretation; language handicaps; learning disabilities; drug therapy; individual characteristics

Fifty children referred to a pediatric neurologist and diagnosed as having minimal brain dysfunction (MBD) were followed for 3 or more years. The 44 boys and six girls had a mean age of 10.6 years and a mean IQ of 105 (range from 80 to 137). Chief complaints were school problems (31 children), behavior problems (13 children), seizures (3 children), and poor coordination (3 children). The most common deficit was language, as measured by an aphasia screening test. The neurologist divided the children into 3 groups: 14 children showed developmental lag, 11 were hyperkinetic, and 25 had MBD. All were treated by consultation with the parents, discussion with the teacher, medication, and explanation to the child. Results were about the same in each group with 1/3 making normal progress, 1/3 needing some help and 1/3 failing in school. Factors correlating with eventual school success were higher IQ, economic advantage of the family, and city living. Forty of the children participated in a study of methylphenidate (Ritalin). After 6 weeks there was a statistically significant improvement in the drug group over the placebo control group on the WISC Performance IQ, a significant improvement in motor coordination on two tests of tremor, and significant improvement in behavior as rated by parents and teachers. Examples of test profiles are included. (LE)

ABSTRACT 21092

EC 02 1092 ED N.A.
Publ. Date Aug 69 186p.
Tymchuk, Alexander J.; Knights, Robert M.
A Two Thousand Item Bibliography: The Description, Etiology, Diagnosis, and Treatment of Children with Learning Disabilities or Brain Damage.
Children's Psychiatric Research Institute, London, Ontario, Canada
Ontario Mental Health Foundation, London, Ontario, Canada
EDRS not available
Children's Psychiatric Research Institute, London, Ontario, Canada.

Descriptors: learning disabilities; minimally brain injured; etiology; clinical diagnosis; bibliographies; aphasia; dyslexia; hyperactivity; cerebral palsy; perceptually handicapped; electroencephalography; psychological evaluation; drug therapy; behavior change; motor development; perceptual motor coordination; teaching methods; followup studies; testing; identification

This 2,000-item bibliography was prepared in order to provide a single comprehensive reference list for individuals interested in the classification, etiology, diagnosis, and treatment of children who are considered to have learning problems or brain damage. Articles dealing with adults and animals, and articles dealing with normal children are not included. The articles have been classified under various headings and arranged alphabetically within the following sub-headings: children with learning disabilities, minimal brain injury, aphasia, dyslexia, hyperactivity, and cerebral palsy; etiology (neurological and educational); electroencephalography and psychological and educational diagnosis; drug therapy and educational treatment; and followup studies. If there are differences in opinion about classification an Author Index is provided to assist in locating a particular article. Approximately 30 articles are listed twice in the bibliography; this repetition was permitted if an outstanding article was cited frequently in the learning problem literature. (Author/RJ)

ABSTRACT 21170

EC 02 1170 ED N.A.
Publ. Date 70 34p.
Kumar, R. And Others
Psychopharmacology.
EDRS not available
Annual Review Of Psychology; V21 P595-628 1970

Descriptors: medical research; drug therapy; research reviews (publications); hunger; fear; learning; medical treatment; behavior; memory; reinforcers

Research studies in psychopharmacology examine the areas of hunger and thirst effects, fear, exploratory behavior, drug use as a reinforcer, pretrial and posttrial administration of drugs as an influence on learning and memory, and testing of new drugs. (RD)

ABSTRACT 21177

EC 02 1177 ED N.A.
Publ. Date Dec 69 9p.
Roeske, Nancy A.
Improving Blind Children's Scholastic and Social Performance with Medication.
EDRS not available
Education Of The Visually Handicapped; V1 N4 P105-13 Dec 1969

Descriptors: exceptional child research; visually handicapped; emotionally disturbed; drug therapy; medical treatment; academic achievement; institutionalized (persons); blind; socialization; behavior change; Mellarie

To help meet the needs of institutionalized blind children who present serious learning and behavior problems, Mellarie was administered to 28 children to evaluate the effects on behavior. Behavior reports from houseparents and academic reports from teachers were formed prior to the onset of the study and during the 4 weeks on drug therapy, the 4 weeks off medication, and during the reinstatement of medication for 4 weeks. Interviews with the child and the ratings by the nurse, houseparent, teachers and psychiatrist were collected and are reported through tables and through their conversational comments showing the benefits of Mellarie treatment. Sixteen of the children showed significant improvement; children with behavioral disorders showed the most marked gain both academically and socially. Neurotic and passive aggressive children did not improve on medication, and the blindisms of the fourteen totally blind children ceased while they were on medication. A regression in all areas was noted when the medication was discontinued. When Mellarie was beneficial, the anecdotal comments of both child and teacher showed that a substantial reduction of tense and anxious feeling facilitated academic and social growth. (WW)

ABSTRACT 21772

EC 02 1772 ED 035 151
Publ. Date 69 249p.
Easson, William M.
The Severely Disturbed Adolescent; Inpatient, Residential, and Hospital Treatment.
EDRS not available
International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003 ($6.50).

Descriptors: exceptional child services; emotionally disturbed; residential care; psychotherapy; adolescents; neurotic children; drug therapy; staff role; emotional problems; family relationship; emotional adjustment; psychosis; emotional development

The text is an attempt to clarify specific indications for hospital treatment and to highlight the type of adolescent disturbance that might be helped in an inpatient therapeutic environment. Chapters discuss the prescription of residential treatment, the therapeutic facilities of a residential unit for disturbed adolescents, the continued diagnostic process in residential treatment, the principles of residential treatment, and the prescription of psychotherapy for the disturbed adolescent. Also discussed are the use of medication, the neurotic adolescent in the inpatient setting, ego defects and developmental arrest, severe conscience defects, the psychotic adolescent, and the goals and results of residential treatment. (RJ)

ABSTRACT 21780

EC 02 1780 ED 035 159
Publ. Date 69 492p.
Wold, Robert M., Ed.
Visual and Perceptual Aspects for the Achieving and Underachieving Child.
EDRS not available
Special Child Publications, Inc., 4535 Union Bay Place N. E., Seattle, Washington 98105.

Descriptors: exceptional child education; visual perception; perceptually handicapped; learning disabilities; identification; underachievers; interdisciplinary approach; optometrists; dyslexia; eye hand coordination; eye movements; lateral dominance; drug therapy; teaching methods; perception tests; perceptual motor coordination

Twenty-five articles, grouped as either theory, interprofessional coordination and cooperation, or testing and remediation, consider perception and achievement. Discussions of the following topics are included: why children don't read better, the myth or reality of dyslexia, visual development, developmental testing and training, the role of vision in achievement and learning disabilities, dyschriesopia, near binocular performance, dominance, interprofessional relationships, school vision programs, school screening, optometry, the role of the optometrist, and the role of the National Society for Vision and Perception Training. Also considered are the Winter Haven Program and the team approach, eye movements and eye-hand coordination, phrase reading, the perception of phrases, visual memory, the development of directionality and perception, the treatment of strephosymbolia, a perceptual motor program, perceptual training, drug therapy in minimal brain dysfunction, and disability terminology. (RJ)

ABSTRACT 22053

EC 02 2053 ED N.A.
Publ. Date 69 86p.
Hankoff, L. D.; Robbins, Lewis L.
Emergency Psychiatric Treatment: A Handbook of Secondary Prevention.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($5.50).

Descriptors: emotionally disturbed; emergency programs; psychiatry; psychotherapy; crisis therapy; intervention; drug therapy; administrative organization; prevention; psychiatric services

The text attempts to present a comprehensive picture of all major aspects of emergency psychiatric treatment. Discussions include a clinical overview of the psychiatric emergency, the goals and function of emergency care, an overview of treatment, psychotherapeutic intervention, decision-making, and pharmacotherapy. Attention is also given to the emergency home visit, crisis intervention, suicide prevention, the administration of the emergency service, staff attitudes, risks and cautions, and the prevention of violence. (JM)

ABSTRACT 22933

EC 02 2933 ED N.A.
Publ. Date 64 57p.
Segal, Julius
Research Activities of the National Institute of Mental Health.
National Institutes Of Mental Health, Bethesda, Maryland, Research Grants Branch, Program Analysis Section
EDRS not available
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.40).

Descriptors: exceptional child research; emotionally disturbed; mental health; mental illness; research reviews (publications); behavior; scientific research; psychotherapy; neurology; culturally disadvantaged; social change; surveys; research projects; developmental psychology; research needs; environmental influences; community resources; drug therapy; biological influences; National Institute of Mental Health

A report surveying research activities of the National Institute of Mental Health provides an overview of the research program and descriptions of major areas of emphasis. These areas include: biological factors in mental health and illness; drugs and the treatment of mental illness; psychophysiology and psychosomatic illness; neural mechanisms and behavior; developmental factors in mental health and illness; psychological and interpersonal factors in mental health and illness; effects of social change and cultural deprivation; the community and its mental health resources; surveys of mentally ill populations and treatment facilities; international research programs; and the unity of the NIMH research programs. One hundred seventy-eight NIMH research references are listed. (LE)

ABSTRACT 23100

EC 02 3100 ED N.A.
Publ. Date Apr 69 27p.
Beavers, Dorothy J.
The Challenging Frontier: Environmental, Genetic, Biochemical and Neurological Factors in Severe Mental Illness.
EDRS not available
Schizophrenia; V1 N4 P206-32 Apr 1969

Descriptors: mental illness; heredity; genetics; biochemistry; neurology; environmental influences; drug therapy; medical treatment; autism; schizophrenia; emotionally disturbed; research needs

The essay discusses the importance of heredity in mental illness, citing evidence to refute the belief that environment is the causative factor. It is concluded that mental illness is caused by one or several genetically controlled metabolic, enzymatic, neurological, or biochemical defects, which create chemical imbalances or neurological imperfections in the central nervous system and brain. However, it is admitted that a stressful environment can aggravate a mental condition in individuals made susceptible through genetic inheritance (the body does synthesize abnormal kinds and amounts of chemicals under stress, which can build up in the brain and cause mental disorders). Psychotherapy is suggested as an aid only for

patients who are still capable of communicating with the analyst. But, especially in severe mental illness, cures by chemotherapy or surgery are foreseen. A shift in research from psychological to biochemical, neurological, and genetic studies is advocated. Until cures for severe mental illness can be found, provision of educational experiences is urged (through educational and behavioral techniques such as operant conditioning). (KW)

ABSTRACT 23154

EC 02 3154 ED N.A.
Publ. Date 70 11p.
Hoffer, A.
Childhood Schizophrenia: A Case Treated with Nicotinic Acid and Nicotinamide.
Saskatchewan Department Of Public Health, Canada, Psychiatric Services Branch
EDRS not available
Schizophrenia; V2 N1 P43-53 Jan 1970

Descriptors: exceptional child research; schizophrenia; case studies (education); medical treatment; medical case histories

Reported is a case history of a child treated from age nine to age 17 with nicotinic acid and later nicotinamide. Included are results of testing and periodic progress reports. (MS)

ABSTRACT 23206

EC 02 3206 ED N.A.
Publ. Date 69 13p.
Whitsell, Leon J.
Learning Disorders as a School Health Problem: Neurological and Psychiatric Aspects.
EDRS not available
California Medicine; V3 N6 P433-45 Dec 1969

Descriptors: exceptional child education; mental retardation; minimally brain injured; learning disabilities; clinical diagnosis; psychotherapy; physical therapy; drug therapy; physicians

Information is provided on various aspects of learning disorders. Topics included are: etiology, cultural-familial retardation, brain damage, genetic abnormalities, specific learning disorders, neurological studies, minimal brain dysfunction, hyperkinetic behavioral syndromes, psychiatric studies, diagnosis: the interdisciplinary team approach, treatment; psychotherapy, motor and perceptual-motor therapies, cerebral dominance, and drug therapy. The physician's role is noted. Reference list includes 144 items. (MS)

ABSTRACT 23296

EC 02 3296 ED N.A.
Publ. Date May 70 16p.
Bergen, John R.
Plasma Factors, Amines and Their Derivatives in Schizophrenia.
Worcester Foundation For Experimental Biology, Shrewsbury, Massachusetts
Ittleson Family Foundation;
Scottish Rite Committee For Research In Schizophrenia
EDRS not available
MH-02967
Research Communications In Chemical Pathology And Pharmacology; V1 N3 P403-418 May 1970

Descriptors: mental illness; schizophrenia; biochemistry; medical research; drug therapy; biological influences

Presented is an area of biochemical investigation of schizophrenia aimed at establishing a basis for a rational chemotherapy for schizophrenia. Research concerning the isolation from the blood plasma of specific proteins thought to be different in schizophrenia patients is featured. Described are the characteristics of an a-2 globulin isolated from the plasma of schizophrenic patients, and a small molecule (which perhaps belongs to the substituted phenylethylamine series) which seems to be attached to the a-2 globulin. Also discussed are experiments with dimethoxyphenylethylamine (DMPEA), a compound reported to be excreted by some schizophrenics, and the relationship of other biologically active amines to mental illness. (KW)

ABSTRACT 23319

EC 02 3319 ED N.A.
Publ. Date Jul 70 14p.
Sprague, Robert L. And Others
Methylphenidate and Thioridazine: Learning, Reaction Time, Activity, and Classroom Behavior in Disturbed Children.
EDRS not available
American Journal Of Orthopsychiatry; V40 N4 P615-28 Jul 1970

Descriptors: exceptional child research; emotionally disturbed; drug therapy; learning processes; reaction time; hyperactivity; behavior change

Twelve emotionally disturbed underachieving boys in special education class served as their own controls in a three-factor study: drug (methylphenidate, thioridazine, and placebo), dosage (low and high), and number of stimuli displayed. Methylphenidate significantly increased correct responding, decreased reaction times and hyperactivity, and significantly increased attention and cooperative behavior in the classroom. (Author)

ABSTRACT 23325

EC 02 3325 ED N.A.
Publ. Date Jul 70 8p.
Marrone, R. Thomas; Anderson, Nancy
Innovative Public School Programing for Emotionally Disturbed Children.
EDRS not available
American Journal Of Orthopsychiatry; V40 N4 P694-701 Jul 1970

Descriptors: exceptional child education; emotionally disturbed; educational therapy; behavior change; drug therapy; public schools; educational methods; cooperative programs

The paper describes a cooperative effort between a county division of special education and various school districts within that county in establishing, within the schools themselves, an educational and group therapy treatment program in special classes for emotionally disturbed children. (Author)